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*the* **ATA**  
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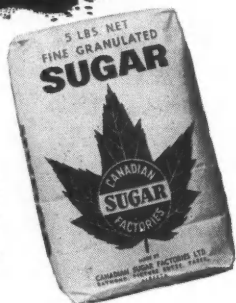


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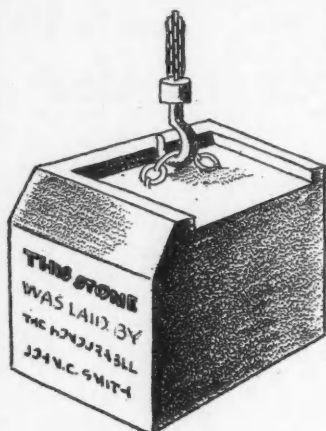
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# the ATA magazine

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The ATA Magazine



### SPECIAL FEATURES

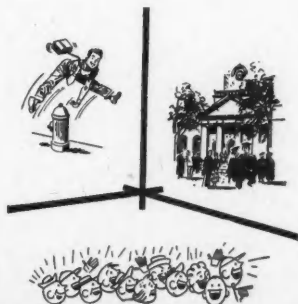
Clear—Only if Known	6	<i>Edgar Dale</i>
Pass or Fail?	9	<i>W. H. Worth</i>
The Relationship of Skills		
in Reading and in Spelling	11	<i>Dr. W. Kottmeyer</i>
Ten Ways Schools Win Support		
from Adults in the Community	13	<i>Edward G. Olsen</i>
Character Education	15	<i>Dr. S. C. T. Clarke</i>
Teachers' Contracts	17	
Hanna Sports Program	21	<i>Tom Moore</i>
National Award in Education	30	

### REGULAR FEATURES

Editorial	4
President's Column	20
Teachers in the News	29
Letters to the Editor	31
News from our Locals	33
Secretary's Diary	47

### OFFICIAL NOTICES

Retiring Teachers	19
Suggested Appendix	
to Salary Schedules	22
Refund Pension Contributions	25
Convocation, May, 1957	27
Consultants, Banff Conference	30
Teachers' Directory	35
Amendment Pension Refund Regulations	48



### COVER STORY

School's out! The transition from gamin to graduate seems all too short. We looked for some teachers in the happy crowd, but our artist forgot to include them. Guess they were finishing term returns.

## Editorial

### Open Season?

There is an open season on teachers who are finishing their first year of service with a school board. Reports have been received by head office that in one case the board of a district established last year fired all the teachers and invited them all to apply for re-appointment.

In another case, a board fired a teacher who was engaged last September because the teacher's qualifications and experience made her "too expensive".

Before the month or the summer is out, we will hear of more such dismissals, and, if experience is any judge, there will be many more that we won't hear about until later. But we need to know about every case of dismissal following one year of service. Don't fail to let us know.

#### **An amendment started it**

The birth of this abominable reincarnation of the old hire 'em and fire 'em practice of a half century ago was an amendment to Section 350(2) of *The School Act, 1952*. The amendment took effect in 1956. Formerly, the section in question prohibited any teacher whose contract had been terminated with the approval of the Minister in writing, from appealing his dismissal to a Board of Reference. The amendment added these words, "or where the contract has been in effect for less than 12 months".

#### **Our advocacy unheard**

You know how it happened. The Alberta School Trustees' Association has been requesting a probationary period for teachers. The Alberta Teachers' Association believes that all dismissals should be subject to appeal to a Board of Reference where all evidence is under oath and subject to cross-examination. Apparently the trustees convinced the Minister of Education and the government that their request should be accepted.

### **Assurance forgotten**

It is ironical to recall that the trustees argued that this right to dismiss a teacher without appeal to a Board of Reference would not be abused; that it was only to give school boards the right to dismiss a teacher who was an obvious misfit—one who should not have been engaged in the first place.

This, in short, is why teachers can never take a chance on tenure provisions which include probationary periods. There is no restriction, no check, on a wilful and irresponsible board. We have argued that the amendment means that teachers completing their first year of service can be fired at will—for any reason or without reason. And just that has happened. Frankly, we get tired of telling the trustees and the Minister, "we told you so".

### **What is to be done?**

It is clear that we must request that the 1956 amendment to Section 350(2) be deleted. In the interval, in order to protect the interests of teachers, we will be forced to inform our teachers that school boards who have abused the intent of the amendment are not in good standing with the Alberta Teachers' Association.

## **Year's End**

Yes, it is the end of the year—for *The ATA Magazine*, as well as for our teachers. So we say thank you to our contributors, our advertisers, our publishers, but most of all, to you—our reader.

We hope you enjoyed some of our articles, our editorials, our departments, and that you will take time to tell us what you didn't like.

Next September, we hope to surprise you with a new cover, and—well, let's keep the rest a secret until you see it.

To our retiring teachers, a special "au revoir". May your days of retirement be many and happy. Drop us a line when you have time.

## How's your communication?

# Clear—

**F**OR years I have puzzled over the inept communication of simple directions, especially those given me when touring. I ask such seemingly easy questions as: "Where do I turn off Route 40 for the by-pass around St. Louis? How do I get to the planetarium? Is this the way to the Federal Security Building?" The individual whom I hail for directions either replies, "I'm a stranger here myself", or gives you in kindly fashion the directions you request. He finishes by saying pleasantly, "You can't miss it".

But about half the time you do miss it. You turn at High Street instead of Ohio Street. It was six blocks to the turn, not seven. Many persons who give directions tell you to turn right when they mean left. You carefully count the indicated five stoplights before the turn and discover that your guide meant that blinkers should be counted as stoplights. Some of the directions exactly followed turn out to be inaccurate. Your guide himself didn't know how to get there.

Education is always a problem of getting our bearings, of developing orientation, of discovering in what direction to go and how to get there. An inquiry into the problem of giving and receiving directions may help us discover something important about the educational process itself. Why do people give directions poorly and sometimes follow excellent directions inadequately?

First of all, people who give directions do not always understand the complexity of what they are communicating. They think it a simple matter to get to the Hayden Planetarium because it is simple for them. When someone says, "You can't miss it", he really means, "I can't miss it". He is suffering from what has been called the COIK fallacy—Clear

EDGAR DALE

Only If Known. It's easy to get to the place you are inquiring about if you already know how to get there.

We all suffer from the COIK fallacy. For example, during a World Series game a recording was made of a conversation between a rabid Brooklyn baseball fan and an Englishman seeing a baseball game for the first time.

The Englishman asked, "What is a pitcher?"

"He's the man down there pitching the ball to the catcher."

"But", said the Englishman, "all of the players pitch the ball and all of them catch the ball. There aren't just two persons who pitch and catch."

Later the Englishman asked, "How many strikes do you get before you are out?"

The Brooklyn fan said, "Three".

"But", replied the Englishman, "that man struck at the ball five times before he was out."

These directions about baseball, when given to the uninitiated, are clear only if known.

Try the experiment sometime of handing a person a coat and ask him to explain how to put it on. He must assume that you have lived in the tropics, have never seen a coat worn or put on, and that he is to tell you verbally how to do it. For example, he may say, "Pick it up by the collar". This you cannot do, since you do not know what a collar is. He may tell you to put your arm in the sleeve or to button up the coat. But you can't follow these directions because

# Only if Known

you have no previous experience with either a sleeve or a button.

The communication of teachers to pupils suffers from the COIK fallacy. An uninitiated person may think that the decimal system is easy to understand. It is—if you already know it. Some idea of the complexity of the decimal system can be gained by teachers who are asked by an instructor to understand his explanation of the duodecimal system—a system which some mathematicians will say is even simpler than the decimal system. It is not easy to understand with just one verbal explanation, I assure you.

A teacher of my acquaintance once presented a group of parents of first-grade children with the shorthand equivalents of the first-grade reader and asked them to read this material. It was a frustrating experience. But these parents no longer thought it was such a simple matter to learn how to read in the first grade. Reading, of course, is easy if you already know how to do it.

Sometimes our directions are overcomplex and introduce unnecessary elements. They do not follow the law of parsimony. Any unnecessary element mentioned when giving directions may prove to be a distraction. Think of the directions given for solving problems in arithmetic or for making a piece of furniture or for operating a camera. Have all unrelated and unnecessary items been eliminated? Every unnecessary step or statement is likely to increase the difficulty of reading and understanding the directions. There is no need to overelaborate or labour the obvious.

In giving directions it is also easy to overestimate the experience of our questioner. It is hard indeed for a Philadelphian to understand that anyone doesn't

know where the City Hall is. Certainly if you go down Broad Street, you can't miss it. We know where it is: why doesn't our questioner?

It is easy, for example, to overestimate the historical experience of a student. The instructor often forgets that his students were not yet born when Hoover was president. Most of them have never seen a Charlie Chaplin film. One student referred to Mary Pickford as Douglas Fairbanks' father's wife. Events that the instructor has immediately experienced have only been read or heard about by the student. What was immediate knowledge to the instructor is mediated knowledge to the student.

We are surprised to discover that many college freshmen do not know such words as abrogate, abscond, accrue, effigy, enigma, epitome, exigency, hierarchy, lucrative, pernicious, ruminate, fallacious, salient, codify, coerce, and cognizance. College professors are surprised to discover that even their abler students do not know such words as protean, shard, ad hoc, restrictive covenant, and prorogue.

Another frequent reason for failure in the communication of directions is that

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This entertaining article carries a moral for teachers. It underscores the need for an evaluation of our techniques in communicating with our pupils. Edgar Dale is editor of *The News Letter*, published by the Bureau of Educational Research, Ohio State University, Columbus, Ohio, and his article is reprinted with permission.

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explanations are more technical than necessary. Thus a plumber once wrote to a research bureau pointing out that he had used hydrochloric acid to clean out sewer pipes and inquired, "Was there any possible harm?" The first reply was as follows: "The efficacy of hydrochloric acid is indisputable, but the corrosive residue is incompatible with metallic permanence." The plumber then thanked them for the information approving his procedure. The dismayed research bureau tried again, saying, "We cannot assume responsibility for the production of toxic and noxious residue with hydrochloric acid and suggest you use an alternative procedure." Once more the plumber thanked them for their approval. Finally, the bureau, worried about the New York sewers, called in a third scientist who wrote: "Don't use hydrochloric acid. It eats hell out of the pipes."

Some words are not understood and others are misunderstood. For example, a woman confided to a friend that the doctor told her that she had "very close veins". A patient was puzzled as to how she could take two pills three times a day. A little girl told her mother that the superintendent of the Sunday school said he would drop them into the furnace if they missed three Sundays in succession. He had said that he would drop them from the register.

We know the vast difference between knowing how to do something and being able to communicate that knowledge to others, of being able to verbalize it. We know how to tie a bow knot but have trouble telling others how to do it.

Another difficulty in communicating directions lies in the unwillingness of a person to say that he doesn't know. Someone drives up and asks you where Oxford Road is. You realize that Oxford Road is somewhere in the vicinity and feel a sense of guilt about not even knowing the streets in your own town. So you tend to give poor directions instead of admitting that you don't know.

Sometimes we use the wrong medium

for communicating our directions. We make them entirely verbal, and the person is thus required to keep them in mind until he has followed out each of the parts of the directions. Think, for example, how hard it is to remember Hanford 6-7249 merely long enough to dial it after looking it up.

A crudely drawn map will often make our directions clear. Some indication of distance would also help, although many people seem unable to give adequate estimates of distances in terms of miles. A chart or a graph can often give us an idea in a glance that is communicated verbally only with great difficulty.

But we must not put too much of the blame for inadequate directions on those who give them. Sometimes the persons who ask for help are also at fault. Communication, we must remember, is a two-way process.

Sometimes an individual doesn't understand directions but thinks he does. Only when he has lost his way does he realize that he wasn't careful enough to make sure that he really did understand. How often we let a speaker or instructor get by with such mouth-filling expressions as "emotional security", "audio-visual materials", "self-realization", without asking the questions which might clear them up for us. Even apparently simple terms like needs or interests have hidden many confusions. Our desire not to appear dumb, to be presumed in-the-know, prevents us from really understanding what has been said.

We are often in too much of a hurry when we ask for directions. Like many tourists, we want to get to our destination quickly so that we can hurry back home. We don't bother to savour the trip or the scenery. So we impatiently rush off before our informant has really had time to catch his breath and make sure that we understand.

Similarly, we hurry through school subjects, getting a bird's-eye view of everything and a closeup of nothing. We aim to cover the ground when we should

*(Continued on Page 32)*

# Pass or Fail?

W. H. WORTH

**T**HOSE who make promotional decisions should clearly understand the facts about promotion and non-promotion and the effects of current practice.

Here is a chance to test your knowledge. Listed below are ten statements about promotion policies and practices; some statements are true and some are false. Circle the "T" if you think the statement is true, and the "F" if you think it is false.

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This novel summary of the results of research conducted by the Promotion Policies Committee of the Department of Education was prepared by Mr. Worth, director of the Leadership Course for School Principals. The *Promotion Policies Report* was distributed to Alberta schools through school superintendents.

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- |  |   |   |
|--|---|---|
| 1. Repetition of a grade by weak pupils results in greater gains in subject-matter achievement than will result if they are promoted to the next grade.    | T | F |
| 2. For every seven pupils retarded in Grades I to VIII in Alberta schools only one pupil is accelerated.   | T | F |
| 3. Few teachers discuss the promotion of individual students with other school personnel and make a joint rather than individual decision about promotion. | T | F |
| 4. The practice of non-promotion reduces the range of individual differences in a classroom.   | T | F |
| 5. Alberta parents are in favour of a promotion policy which places major emphasis on rigid academic standards and little emphasis on personal growth.     | T | F |
| 6. On the average, between five and six percent of the pupils in each grade from Grades I to VIII in Alberta are failed.                                   | T | F |
| 7. When you conditionally promote or recommend a pupil you are essentially passing him.  | T | F |
| 8. Most teachers claim they notify parents early of possible failure.  | T | F |
| 9. Grade failure improves a pupil's attitude.  | T | F |
| 10. More than one-fourth of Alberta pupils fail one grade somewhere between Grade I and the end of Grade VIII.   | T | F |



## Check your answers

1. **False**—To date, research evidence indicates that non-promotion of pupils in elementary schools in order to assure mastery of subject matter does not often accomplish its objective. Children do not appear to learn more by repeating a grade but experience less growth in subject-matter achievement than they do when promoted.

2. **True**—A survey conducted in June, 1954 by the Promotion Policies Committee of the Department of Education revealed that acceleration affects a small percentage of all pupils, but retardation affects many more. The ratio found was one to seven.

3. **False**—Only about 15 percent of the teachers in Alberta, according to a recent study, make an individual decision about promotions. Most teachers obtain support or confirmation of their decisions from their principal or superintendent, or from other teachers.

4. **False**—Educational research bears out the view that the practice of non-promotion does not reduce the range of specific abilities with which the teacher has to cope. When groups of children are made non-overlapping in achievement in one subject, or even for a phase of a subject, they overlap greatly in other subjects or in other phases of the same subject.

5. **False**—A survey conducted in Alberta last year found that slightly more than 75 percent of the parents preferred a promotion policy which placed some emphasis on rigid academic standards and some on personal growth. Thus, although good achievement is of paramount importance, parents feel that proper attention should be given to personal growth factors, such as self-respect, honest, integrity, etc.

6. **True**—In June, 1954, pupils were failed as follows: Grade I—6.5%; Grade II—5.5%; Grade III—5.8%; Grade IV—

5.3%; Grade V—4.6%; Grade VI—4.4%; Grade VII—5.9%; Grade VIII—4.5%. The average failure rate, then, is 5.4%.

7. **True**—In September, 1953, there were 2,111 pupils received and recognized as conditional promotions in Grades II to VIII. Of these, only 314 were subsequently demoted. The obvious conclusion, therefore, is that conditional promotions operated as promotions.

8. **True**—There is clear-cut evidence that Alberta teachers, by either interview or letter during the term or successive weak gradings during the term, inform parents early of the possibility of failure. Only a very few apparently leave this matter until the pupil takes home his June report card.

9. **False**—Investigations have shown that failing children receive less satisfaction from their work and tend to become discouraged and antagonistic. Social adjustment is usually poorer, and there is a greater incidence of behaviour considered troublesome among retarded children than among regular-progress pupils.

10. **True**—According to the *Promotion Policies Report*, just issued by the Department of Education, with the present failure rate, and assuming that no pupils failed more than once, the cumulative effect of this practice would be that half of Alberta's pupils would fail one grade somewhere between Grade I and the end of Grade VIII. Other studies have found 25 to 35 percent retardation in our elementary schools.

## Your Score?

An interpretation of your score can be obtained from the following chart—

Score Rating	Interpretation
9-10 H	Passed with honours
7-8 A	A clear pass
5-6 B	Conditionally promoted
3-4 C	Borderline case
0-2 D	Repeat study of

*Promotion Policies Report*



# The Relationship of Skills in Reading and in Spelling

**A**LL teachers realize that reading skills and spelling skills are related. Most good readers are good spellers and most good spellers are good readers. So, if we keep in mind how people learn to read words, we can better understand how they learn to spell words. If we see the relationships between reading words and spelling words, we can build spelling skill when we teach reading and we can build and strengthen reading skills when we teach spelling.

## 'Look-and-say' method

If a teacher shows a non-reading child a word and tells him what it is, he may remember it and be able to say it whenever he sees it again. He does not, in this case, need to know the names or the sounds of the letters. If he sees another word which looks much like the one the teacher showed him, he may mistake it for the one he knows. He has learned, rather uncertainly, to recognize a word by its shape, or pattern, or configuration. We say the teacher has taught him by a look-and-say method.

Now we know that this is a useful method to introduce children to the skills of reading. We know, too, that some children seem to learn very well in this way. These children seem, with little instruction, to look carefully, not only at the total word configuration, but at the word parts. They note likenesses and differences in word forms. They seem to be able to visualize or to form clear images of some words. Because of these abilities they can often write many of the words they have learned to read. Later, when words become longer and look much like other words, such children may often misspell words which they can read easily. So, although the

common look-and-say method of teaching word-recognition in reading is useful, and although it carries over into spelling when a child's writing needs are limited to relatively few words of simple patterns, nobody can long depend entirely upon this word recognition skill to serve his spelling needs.

Conversely, when children have to learn to spell certain words and do so by memorizing the sequence of the letters, they do not materially strengthen their word recognition skills in reading. Obviously, they can already recognize many more words than they can spell. Their early spelling experiences deal

## W. KOTTMAYER

with words which have long ceased to be recognition problems to them. If they do not, they have no business trying to spell them.

The use of context is also a useful and familiar device for unlocking some words in reading but has no direct relationship with spelling.

## Sound blending and structural analysis

The two other groups of word recognition skills taught in reading are the sound blending techniques and the syllabication, or structural analysis skills. Sound blending means any system of associating a visual symbol, such as a letter or combination of letters, with a sound.

There is little point here to review the various arguments about whether we shall teach children phonics. If phonics means a system of associating visual

symbols with sound, the position is arbitrarily taken here that no human being can become competently literate in the English language unless he can use such a body of skills. At any rate, every basal reading series which is currently used in this country includes suggestions for the teaching of sound blending skills in reading. How are the sound blending skills as taught in reading related to the spelling skills?

When a child sees a word which he does not recognize by its total configuration or which he cannot guess precisely from the context, he may do several things. He may, if he knows consonant sounds, think the consonant sound to get a suggestion as to what the word might be. He may combine context clue with beginning consonant sound and guess what the word is. He may note that the word is like one he knows except for the beginning or final consonant and substitute the consonant sound he sees. Or he may—audibly or silently—blend the sound values of the visual symbols individually and approximate a pronunciation of the word.

Now it is obvious that these skills will be useful to him in spelling as well as in reading. When he comes to an unfamiliar word in reading, the visual symbols—the letters—are before his eyes and he needs to supply the sound—or ‘think’ the sounds. When he needs to spell a word the auditory symbols—the sounds—are known, and he needs to supply the visual symbols—the letters.

Although all the sound blending skills in reading will help the child in spelling, some will be more useful than others. A knowledge of beginning and final consonant sounds, for example, will enable a child to begin or to end a word correctly when he spells it. Thus when teachers teach children to spell, they will often ask the child to say and listen to the beginning and ending sounds of the word. We can readily see, then, that the commonly used word recognition device of substituting a beginning or final consonant will help build spelling power.

But when we spell, we need more than

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the beginning and final consonant sounds. We know that we can utter no syllable without a vowel sound. Hence, to get effective power in spelling a child needs to know the vowel sounds. As a matter of fact, he needs them in reading also to develop his word recognition skills to a point of real usefulness. We must remember too that when we refer to vowel sounds we mean the short vowel sounds, the long vowel sounds, the “a” followed by “r” or “l”, the au-aw, oi-oy, ow-ou, and other combinations.

### **Auditory-visual relationships important**

The need for accurate and precise association between visual forms and sounds is, of course, more pressing in spelling than in reading. In recognizing words in reading we can use configuration and context clues and use them in combination with more rudimentary sound blending skills. In spelling these devices or combinations do not apply. In reading we can approximate the pronunciation of a word and guess the word if we come close enough. In spelling, an approximation is not enough. If we err but once we are wrong. Therefore, if children are taught in spelling to listen for the sound elements in words and if they are taught the common visual representations which stand for those sounds, they develop a useful power beyond visual memory to guide their spelling. If they learn these auditory-visual relationships in spelling, where the need for precision is greater, their application in reading is a relatively simple reversal of the process. As a matter of

*(Continued on Page 42)*

## Ten Ways

# Schools Win Support from Adults In the Community

EDWARD G. OLSEN

**R**ELATIONSHIPS between the school and the adults in any community are important in determining educational policy and program.

Problems that confront educators and lay people everywhere include these—what people think about their schools, —how school purposes actually relate to cultural traditions and expectations, —the extent to which formal education really meets community needs, and —the basic role of the school in a society now shaken by vast and unprecedented changes which are both technological and institutional in character.

Here are some operating principles for teachers and administrators as they work with their communities.

### Be friendly

Maintain a warm, welcoming school atmosphere. Always be hospitable to lay people, however demanding they may be. If you want respect from community adults they must have confidence in you, and that requires you to be the kind of person who deserves their trust. You won't get it just because you are an educator. You must earn it as a friendly, down-to-earth human being who only happens to be a teacher.

### Parents dream for children

Remember always that parents want their children to be better off than they

are. The great dream of individual advancement is basic in our culture and is shared by virtually all Americans. To be sure, parents do not want their children to be 'schooled away' from themselves. Using technological terms, we might say that most parents want their children to be unadjusted to the parental life level, but not maladjusted to themselves. The risks of alienation will be minimized if you keep your community school program close to community needs and develop it through joint child and adult sharing in planning.

### Be realistic

Begin with real problems that are right at hand. For best results these will be problems which are of actual or potential concern to both parents and children; are not controversial in terms of objectives, however much disagreement there may be on methods; can be solved (but not too easily lest real satisfactions not develop); require direct community participation by children and adults; and use in their solution varied resources close at hand and readily available.

### Encourage teamwork

Get people working as teams—including, if possible, both children and adults on committees. In teamwork each individual accepts responsibility for a part

of the whole. Each may learn from the others how better to set up criteria, get facts, plan, execute, and judge the project. Each can find stimulus and encouragement in the progress of the whole as he identifies psychologically with the larger enterprise. But be sure to include some of the 'power people' on strategic teams, and don't fail to give the lay people all possible public credit for success achieved.

### **Begin modestly**

Plan big but begin small (so as to assure initial success); then expand as rapidly as possible. No growing program can stand long on any plateau. It is always necessary to go ahead, or interest will rapidly dwindle. So don't stop too long to admire your achievements; instead, move on to develop larger projects and to involve more participators in them. And remember that it is not enough merely to get people interested and concerned; they must also be moved to work actively in the project. Satisfying personal involvement is the key to deepening interest and widening effort.

### **Stop to look**

Arrange for appropriate self-appraisal by the group itself. When all share in diagnosing a cooperative project's effectiveness, they can grow together in both insight and interest. Continued effective action is not likely without some kind of 'how are we doing?' evaluation sessions at frequent intervals.

### **Integrate your planning**

As the program expands, be sure it develops appropriate structure and organization. Having begun informally, with a minimum of organization, you will need to go on to develop careful (even written) plans and to find recognized leadership. A temporary chairman and recorder may be selected at the outset, but you may soon need more permanent leaders for some such organization as a parents committee or a com-

munity council. Sometimes cooperative community projects fail because expanding programs outgrow their structural supports.

### **Look to lay opinions**

Remember that responsibility for a community school does not lie solely with school people. Community education is the proper concern of everyone in the community. Teachers may often need to take the lead in promoting community cooperation of this kind, but the community school is by no means 'their show'. Often school people do their best work when they are willing to follow community lay leadership instead of expecting to lead themselves.

### **A tortoise won a race**

Don't be discouraged if progress seems slow. You won't develop a real community school in three days or 30 days or three years. There are long, hard traditions and much inertia to overcome — traditions and inertia within the school as well as in the community. But take heart when the going is rough, remembering that you are on the right side of history and that thousands of fellow teachers are working in the same direction.

### **Don't forget the teacher**

Finally, never forget or ignore the vital importance of the individual teacher. No school, however well equipped, is ever superior to its teachers. A child is better off in a one-room rural school taught by an intelligent, imaginative, and dedicated teacher than enrolled in a multi-room city school staffed by discouraged, timeserving bell-watchers. The community school idea is the recognized pattern for educational progress. The deep need of our times is for devoted educational leaders to translate that broad pattern into local programs of action.

Reprinted from *The Nation's Schools*, July, 1956  
issue.

Some thoughts on the subject of—

## Character Education

S. C. T. CLARKE

**T**HE public expects the school to develop good character. Reports of discussions of character education in our General Curriculum Committee include statements like these—"Character education cannot be taught as a separate subject, but pervades the whole curriculum" and "The whole problem is rendered very difficult by the inconsistency between what society demands to be taught in the schools and what it practises outside of them".

### Character is behaviour

Character is behaviour which may be classified as right and wrong. Behaviour is not only the action, but the motivation behind the action, and the organization of the person which produces this motivation and action. Thus, a Grade V boy goes into the cloakroom, opens some other boy's lunch, picks out a specially good sandwich, eats it. We say that this is an example of bad character. The action is wrong, and presumably there is wrong motivation behind this action, and wrong organization of the person behind this motivation.

### Right or wrong?

What makes some actions right and others wrong? Fundamentally, it is because these actions directly affect the welfare of other people. The stolen sandwich is not available to its rightful owner. For this reason, we say that character is behaviour which is so important that society has organized legal, ethical, or religious standards for it. However, one swallow does not make a summer, and one act does not determine character.

Persistent or habitual behaviour of a kind that affects the welfare of other persons, and therefore can be characterized as right or wrong constitutes character.

Before the school, or teachers, can try to develop any kind of behaviour, there must be agreement on what it is. Of course, other features are also necessary: it must be capable of being learned (we could not undertake to produce tallness in children), and we must know how to get children to learn it.

### What is good character?

Returning to the original problem, is there agreement on good character? At a high level, yes. It is easy to rhyme off an imposing list of traits—truthfulness, persistence, honesty, cooperativeness—which constitute good character. But what teachers want to know is more concrete than that: what about rattling desk drawers, borrowing an eraser without asking the owner, boasting that "My dad can lick any man in town"? At this level is there agreement?

Sadly, there is not too much. One complicating factor is developmental level. Lying is bad, but a seven- or eight-year-old is prone to 'imaginative lying'. The development of his imagination seems to outstrip the development of other faculties, and he just confuses fact with fancy. Moralists would say, "A lie is a lie", while psychologists would say, "Of course, but this is natural lying. The best treatment is to wait and it will go away." Neatness is a virtue, but eight- to ten-year-old boys are grubby and unconcerned about their clothes. Strangely

enough, about 14 or 15, this unconcern changes so much that dad now grumbles that he cannot get into the bathroom, and if he does, the medicine cabinet is bulging with hair oil and skin tonic! At eight to ten, cooperation between boys and girls is almost non-existent. And so it goes. Agreement on good character must first be graded according to age, and second, must take into account developmental stages.

### **We have different standards**

The second difficulty about agreed standards of conduct lies in ourselves. Each of us was brought up differently, and some of us strongly value honesty; others, truthfulness; others, cooperation and the like. Let us take a specific example—coming to school late. Is this, of slight consequence, the cause of considerable difficulty, or an extremely grave problem? Of 100 Alberta teachers, 49 answer that it is of slight consequence, 44 that it makes for considerable difficulty, 7 that it is an extremely grave problem. What about laziness? To this question, 43 say that it is of slight consequence, 50 that it makes for considerable difficulty, and 7 that it is an extremely grave problem. I could continue to illustrate this point, including 50 different behaviours from rudeness to selfishness, but the story is the same: teachers differ in the importance they attach to specific behaviours which are part of character.

Let us not point the finger at teachers only. Parents agree even less! I have tried this same sort of thing on home and school members, and the results are more divergent than for teachers.

### **Character is made of actions**

Character is not an intellectual matter, like knowing the sum of five and eight. Character involves knowing what is right (knowledge), wanting to do what is right (motivation), and doing what is right (action). Thus teaching Grade I youngsters not to hit their neighbours isn't like teaching reading. Only the first

part of what character involves (knowledge) can be taught in lessons. Teaching character development is not like teaching arithmetic or reading, but it is similar to teaching health habits.

All the research shows that character is made up of specific actions. Children generalize, but not much. Thus you may handle the situation of Mary punching Sally, so that Mary no longer punches Sally but is willing to take a poke at Jane. Later, she may generalize this to all girls, then you have to do it all over again for boys. Perhaps you know of this lack of generalization in adults—persons who would not rob the corner grocer of a nickel in overcharge, but who would swindle the government out of dollars in income tax, or gleefully ride free on the train when the conductor fails to collect the ticket. Despite the fact that character is made up of specific ways of behaving in specific situations, these can be taught—and so character can be taught.

### **External or internal control**

We have now answered all the easy questions and have come to the \$64 question. First of all, we must decide whether one wants outer conformity (external control), or inner conformity (internal control). As someone remarked, self-discipline is the best kind of discipline, but it is not the only kind. I would rank in my own values: no discipline, then external discipline, then self-discipline.

The easiest thing to develop is no discipline. It is not necessary to describe how. Next easiest is external discipline. You have seen classrooms where the behaviour is excellent: Johnny's reputation is 100 percent—he doesn't talk, interrupt, make noises, cheat, steal, or what have you. He is polite, courteous, hard-working, and the like. Why? He has to! But see him in the cloakroom or on the way home from school! He's a terror.

The usual method used in motivating good behaviour of the external control

*(Continued on Page 44)*



# Teachers' Contracts

## A compendium of current legislation relating to the contractual obligations of teachers

Every Alberta teacher should know the statutory requirements for engagement, termination of contract, termination of designation, and transfer. *The School Act, 1952*, as amended, covers these matters in detail.

### Engagement

- An application for a teaching position should be either by letter or by filling out an application form provided by the school board.
- If the school board offers the teacher a position following application, or without application, the teacher has eight days after the date of the board's offer to accept.
- When a teacher accepts the school board's offer, a contract has been made, and the teacher is bound to begin teaching on the day school opens in September.
- If the teacher does not accept an offer within eight days, no contract exists.
- After the eighth day the teacher may notify the board that he wishes to accept the offer.
- If the board, within four days after receipt of the teacher's statement that he wishes to accept the offer, notifies the teacher that he is under contract to the board, a valid contract has been made from the date of such notification.

### Termination of contract

#### ■ By a teacher

- No teacher shall give notice to terminate a contract effective in any month except July or August, unless he obtains the approval of the Minister of Education.
- A notice to terminate a contract must be given in writing and may be delivered in person or by registered mail, and, in the latter case, it is assumed that the notice has been given on the date of mailing.
- If a teacher intends to leave teaching, he must resign on or before June 15.

- If a teacher intends to enter a contract with another school board, he must terminate his existing contract on or before July 15, provided, however, that if a teacher enters a new contract with another board, he must give notice of termination of his existing contract within eight days after the new contract has been made.

#### ■ By a board

- No school board shall give a notice to terminate a teacher's contract effective in any month except July, unless it obtains the approval of the Minister of Education.
- The school board shall give a notice to terminate a teacher's contract,

effective in July, on or before the preceding fifteenth day of June.

#### ■ General

- A school board may suspend or dismiss a teacher summarily for gross misconduct, neglect of duty, or for refusal to obey any lawful order of the board. The board must give notice in writing to the teacher and transmit a written statement of the facts to the Minister forthwith. The teacher may appeal to the Minister within 15 days.
- Subject to the foregoing provisions relating to termination, either party may terminate a contract by giving at least 30 days' notice in writing to the other party.
- No teacher shall give notice to terminate a contract under which he has not yet rendered service until he obtains the consent of the Minister.
- Teachers are not required to resign at the request of a school board.
- Any teacher who is served with a notice of termination or who is asked to resign should contact head office immediately.
- All applications for a hearing before the Board of Reference must be filed with the Minister of Education not later than June 30.
- No application for a hearing before the Board of Reference shall be made in any case where the contract has been in force for a period of less than 12 months or in any case where the contract has been terminated with the approval in writing of the Minister of Education.

#### Termination of designation

- A school board or a teacher may give 30 days' notice of termination of the

teacher's designation as principal, vice-principal, or assistant principal on or before June 15.

- The principal, vice-principal, or assistant principal may, within seven days of receipt of the notice, request in writing a hearing before the board.
- The Board shall, if a hearing is requested by the teacher, within 14 days after receipt of the request, hold such hearing.
- If, following the hearing, the board does not withdraw its notice of termination of designation, the teacher may within seven days following the hearing appeal to the Minister of Education.
- The Minister of Education shall, following such appeal, cause an investigation to be made and may confirm or disallow the termination.

#### Transfers

- A board may transfer a teacher from one school to another at any time during the school year.
- The board must give a teacher seven days' notice in writing of such transfer.
- The teacher may, within seven days after receiving such notice, appeal for a hearing before the board.
- If the teacher requests a hearing, the transfer shall not take effect until the teacher has appeared before the board.
- A board shall not transfer a principal, vice-principal, or assistant principal.

#### Points to remember

- A temporary teacher's contract terminates automatically on the date set out in the contract.



- Teachers served with notice of termination should contact head office immediately.
- If there are conditions to your acceptance of engagement, such as school, grade, rent for teacherage, etc., such conditions should be in writing and should be signed by both parties.
- Every teacher has eight days following the date of the offer of a position to investigate salary, living accommodation, and the relationships among the school board, teachers, superintendent and public.
- Insist on receiving a copy of the salary agreement so that you can check what salary you will be paid.
- Except for temporary teachers, there is no written contract between a teacher and a board in Alberta. The offer of a teaching position, the acceptance by the teacher, and the salary agreement in force form the contract.
- If a teacher is or has been participating in a strike under *The Alberta Labour Act*, any contract of employment entered into by the teacher and another board before the strike is terminated is void, unless the board involved in the strike consents in writing to the teacher's accepting employment with the other board.
- If further information is required, or if you are considering making an application or accepting the offer of a teaching position with a school board which is in dispute with the Alberta Teachers' Association, you should contact head office.

## ***Notice to Retiring Teachers***

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not begin automatically and that it is necessary for them to make application. All teachers, who plan to retire as at June 30, 1957, are urged to contact the Board as soon as possible so that the granting of their pensions will not be delayed. Formal application for pension must be filed in the office before September 1, 1957 (see 9[f]). The application forms may be obtained from Barnett House, 9929-103 Street, Edmonton.

**Eric C. Ansley**  
**Secretary-Treasurer**  
**Board of Administrators**

### **By-law No. 1 of 1948**

9. (a) Any teacher who retires from teaching service upon or after attaining the age of sixty years, and who has completed not less than fifteen years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.
- (f) Unless otherwise ordered by the Board, a pension shall commence on the first day of the month next following the receipt by the Board of the application unless salary as a teacher is then currently accruing to the applicant in which case it shall commence on the first day of the month next following cessation thereof; and shall accrue and be paid monthly in equal installments on the last day of each month.

## President's Column



A count was made at the last Annual General Meeting to determine how many Annual General Meetings the delegates present had attended in the past.

Number of AGM's attended	Percentage of 1957 Councillors
1	34
2	20
3	13
4	8
5 or 6	10
7 to 10	5
11 to 14	4
15 or more	6

### Decisions affect all teachers

The Annual General Meeting is our parliament, so to speak. It is here that policy is made. Policy concerning changes in the pension plan, educational research, the Canadian Teachers' Federation, teacher education and certification, curriculum, are among the matters considered. Also, new policy is established by the Annual General Meeting. All are subjects of vital concern to every teacher in the province.

### Continuity important

It is true that one needs new blood in any organization, but let's not be too generous with our transfusions. I think you will all agree that it is essential to have a majority of our councillors familiar with existing ATA policy, so that decisions to change policy can be the result of considered and experienced opinion.

While it may be nice to pass the chance to attend the Annual General Meeting around or to send someone who plans to spend the holiday in the city anyway, such considerations should never be the basis for electing an AGM councillor. Our individual and collective welfare depend on the wisdom of the action of our Annual General Meeting. Dedication to our cause and experience must surely be first requirements for eligibility as a councillor.

Our Annual General Meeting must always have a core of delegates who are familiar with ATA policy and can foresee the effects of proposed changes in policy brought before the Annual General Meeting. This core, supplemented by the regular infusion of new blood and new ideas, is our guarantee of a representative and informed parliament.

It is with the deepest sense of conviction that I commend this problem to the attention of all teachers in their election of their councillors to the 1958 Annual General Meeting.

### Curriculum Bulletins

A list of Curriculum Bulletins for use in the 1957-58 school year will be published by the Department of Education in the September issue of *The ATA Magazine*. Teachers are advised to check this list and, if the necessary bulletins have not been received, to contact the superintendent of schools or the Department of Education.

# Hanna Sports Program

TOM MOORE

**T**O the 167 teenagers who make up the student body of the Hanna High School, sport isn't something they read about in the newspapers or discuss over a coke at the corner snack bar.

It is something they live with in and out of classrooms every day of the week. Sparked by Principal John Charyk, sport has been integrated into school work at Hanna in a manner that goes far beyond the traditional PT or one-team sponsorship found in many schools.

It has become an extra-curricular course in citizenship. Already, after only two years, Hanna is attracting the attention of educators in other centres as a shining example of how sports can contribute to a full life in a smaller high school. And in developing sport from the purely recreational point of view, Hanna has surprised itself by developing a high standard of athletic efficiency that should make the town's name prominent in provincial sport in the not too distant future.

The place being taken by Hanna students in athletic competition was pointed up sharply last May 15 when trophies were presented during achievement day ceremonies at the school.

A table stacked high with trophies and crests showed the school had won both the Hanna and Drumheller district high school curling championships; was finalist in the Goose Lake line basketball loop that stretches from Drumheller to Kindersley, Saskatchewan; won South-eastern Alberta and Eastern Irrigation District senior B boys' cage crown; placed four players on the east central high school girls' all-star basketball squad; and won one individual cham-

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Teamwork brought this bouquet to teachers of the Hanna High School—Mrs. Dorothy Benjamin, Mrs. Beryl Gourlay, Miss Marion Hamilton, Percy Cochran, John H. Meyers, Richard West, and Principal John Charyk—from Sports Editor Tom Moore of *The Albertan*.

---

pionship at the Highland Games in Calgary.

"But", said Principal Charyk, "the record of which the school is most proud is that, out of 167 students, we have nearly 100 actively playing basketball, about 60 competing in softball leagues, and three-quarters of the entire student body taking part in curling games. We have \$700 worth of equipment that was earned by the students by staging school shows and other activities, and our teams have travelled 3000 miles during the year, not only playing against other schools but helping to organize sport in newly-built community halls."

The Hanna students get close co-operation from teachers, the school board, and the residents of the town. The home economics teacher designed basketball uniforms and turned the making of them into a school project. Other teachers help in coaching, act as scorekeepers, supervise arrangements for entertaining and billeting outside clubs that come to Hanna to play.

The 3000 miles of travelling was done in automobiles driven by school board

*(Continued on Page 43)*

## ***Suggested Appendix to Salary Schedules***

To assist teachers, school boards, and other interested officials to define, interpret and apply terms which are commonly used in salary schedules, this revision of the *Suggested Appendix to Salary Schedules* has been made. The members of the revision committee appointed by Dr. W. H. Swift, Deputy Minister of Education, to bring the Appendix up to date were: Mrs. F. C. Butterworth, representing the Alberta School Trustees' Association; Dr. H. T. Coutts, representing the Faculty of Education; F. J. C. Seymour, representing the Alberta Teachers' Association, and D. R. Cameron, Registrar of the Department of Education. The present form of the Appendix, therefore, has been approved by the Alberta School Trustees' Association, the University of Alberta, the Alberta Teachers' Association, and the Department of Education.

This 1957 revision differs from the 1955 Suggested Appendix in only minor respects. Teachers and school boards are requested to note Subsection 1 of Section II which explains the basis on which University of Alberta credits are granted for Alberta Department of Education summer school courses.

The following table on years of teacher education is suggested as a basis for computing the salaries of teachers.

### **I. YEARS OF TEACHER EDUCATION FOR PURPOSES OF SALARY COMPUTATION**

All certificates named hereunder are Alberta certificates.

The term "approved" when it relates to university courses or university degrees means approved by the University of Alberta.

#### **1. One Year of Teacher Education**

One of the following:

- (a) Junior E Certificate
- (b) Elementary and Intermediate School Certificate
- (c) First Class Certificate
- (d) Second Class Certificate
- (e) Letter of Authority

#### **2. Two Years of Teacher Education**

One of the following:

- \*(a) Standard E Certificate

#### **\*(b) Standard S Certificate**

- (c) Senior Elementary and Intermediate Certificate

- (d) Junior Certificate for High School

- (e) Elementary and Intermediate Certificate, or First Class Certificate, and one of:

- (i) Credit for one year in the Faculty of Arts and Science, or

- (ii) Credit for two years in four-year B.Ed. program.

- (f) Junior E Certificate and credit for one year in the Faculty of Arts and Science.

\*Under the regulations governing the certification of teachers, the holder of a permanent First Class Teacher's Certificate may exchange this qualification, upon application, for a Standard E and a Standard S Certificate (with teaching privileges extended to Grade XII). Teachers who have made this exchange and who hold no additional approved courses are deemed to have completed one year of training.

### 3. Three Years of Teacher Education

One of the following:

- (a) Professional Certificate
- (b) High School Certificate
- (c) Elementary and Intermediate Certificate, or First Class Certificate, and one of:
  - (i) Credit for two years in the Faculty of Arts and Science, or
  - (ii) Credit for three years in the four-year B.Ed. program.
- (d) Junior E Certificate and credit for two years in the Faculty of Arts and Science.

### 4. Four Years of Teacher Education

- (a) An approved bachelor's degree and a valid Alberta teacher's certificate, or
- (b) An approved Bachelor of Education degree.

### 5. Five Years of Teacher Education

- (a) An approved bachelor's degree, plus four approved graduate courses, and a valid Alberta teacher's certificate, or
- (b) An approved honors degree and a valid Alberta teacher's certificate, or
- (c) Two approved bachelor's degrees and a valid Alberta teacher's certificate.

### 6. Six Years of Teacher Education

- (a) An approved bachelor's degree, plus eight approved graduate courses, and a valid Alberta teacher's certificate, or
- (b) An approved honors degree, plus four approved graduate courses, and a valid Alberta teacher's certificate, or
- (c) An approved master's degree and a valid Alberta teacher's certificate.

## II. SUMMER SCHOOL COURSES IN ALBERTA

The summer sessions formerly conducted by the Alberta Department of

Education and the University of Alberta were integrated in the summer of 1944 to form one summer session under the University of Alberta.

1. The University of Alberta allows a maximum of three credits in the four-year general B.Ed. program for courses completed in Department of Education summer school sessions, 1935-43 inclusive, one course credit being allowed for every 75 hours of certified attendance. For teachers discharged from the armed forces a date earlier than 1935 will be taken to make full allowance for the applicant's period of service. Except for this provision, the Department of Education summer courses taken before 1935 are not accepted or evaluated for degree purposes by the Faculty of Education.

2. If Alberta Department of Education summer school courses are not used for credit in the B.Ed. program, it is suggested that school boards and teachers may use the following information as a guide for salary purposes: Department of Education summer school courses taken up to and including the summer of 1943 were of 960 minutes duration (24 periods of 40 minutes each). The maximum number of courses possible in any summer was 6. Thus a teacher who took 6 courses spent 96 hours in class (6 x 16). But the normal program involved not more than four courses or 64 hours; for purposes of computing years of training, therefore, four courses per summer for three years is considered the equivalent of one year of training, i.e., twelve courses for a total of 192 hours.

**Caution:** The definition immediately above refers to credits for salary purposes and it does not define credits towards a degree.

## III. SPECIAL CERTIFICATES

### 1. Junior and Senior Certificates

- (a) A Junior Certificate in one sub-

ject does not necessarily represent the same number of university class hours as a Junior Certificate in another subject. The number of class hours required to obtain the various types of certificates is outlined in the table below:

#### Junior Certificates

(Obtained in years up to and including 1943)

Bookkeeping, Typewriting, Shorthand	32 hours
Music, Dramatics, Art, Physical Training	64 hours
Home Economics and Industrial Arts (General Shop)	128 hours

- (b) The Senior Certificate in each case represents double the hours represented above, if obtained in 1943 or a previous year.
- (c) Courses taken in 1944 and subsequent years normally represent 75 class hours each.

#### 2. Recommendations

- (a) Difference of opinion prevails as to whether allowance should be made for the possession of a special certificate and the training involved in obtaining it, e.g., in physical education or music, if the teacher is not engaged in teaching the subject concerned. Since there is doubtless general teaching value in almost all courses, it is recommended that, unless specifically excluded by a salary schedule, allowance be made for all training and certification whether directly related to teaching or not.
- (b) Credit given to a course or courses cannot reasonably be expected to be enjoyed twice or duplicated in computing years of teacher education for salary purposes. A course or courses in dramatics, for example, may be counted towards a degree or towards a special certificate in

dramatics, but it should not be counted for both purposes.

#### IV. REQUESTS FOR REPORTS ON CERTIFICATION AND EVALUATIONS FOR DEGREE CREDITS

1. All requests for statements on certification and Alberta teaching service should be sent to the Registrar, Department of Education, Edmonton.
2. All requests for evaluations and statements on degree credits should be directed to the Dean of Education, University of Alberta, Edmonton.
3. Teachers are advised to ask for reports on professional standing and evaluations for degree credits, for purposes of salary computation, in advance of August 15. The University of Alberta and the Department of Education in Edmonton have their busiest season in September and October when the new academic year is beginning; officials are unable to deal immediately with hundreds of requests for official documents while at the same time carrying on their already greatly augmented daily duties. Similarly the issuing authorities in other provinces and countries require time to make out intricate transcripts involving considerable research. A suggested deadline, therefore, for presentation of official documents by teachers to school boards is December 15, or if a teacher is engaged during the year, about three months after the commencement of teaching duties. If a delayed adjustment must be made it is a simple matter to do this when the third or fourth cheque is issued.

#### V. EXCHANGE OF CERTIFICATES

For purposes of comparison, teachers and school officials may find the following schedule of certificate exchange helpful. The holder of a certificate or license issued under former regulations may, upon application to the Minister of Education, exchange it for a new certificate as indicated in this table.

**Table of Certificate Ratings**

<b>Certificates named in former regulations</b>	<b>Current equivalent certificates</b>
Temporary License	Interim Junior E (Grades I-IX)
Junior Elementary and Intermediate School Certificate	Interim Junior E (Grades I-IX)
*Second Class Certificate	Junior E (Grades I-IX)
Elementary and Intermediate School Certificate	Junior E (with teaching privileges extended to include Grade X)
Senior Elementary and Intermediate School Certificate	Standard E (Grades I-IX)
Junior Certificate for the High School	Standard S (Grades IV-XI)
First Class Certificate	Standard E and Standard S (with teaching privileges extended to include Grade XII)
High School Certificate	Professional (Grades I-XII)
Academic Certificate	Professional (Grades I-XII)
First Class Certificate with Bachelor's Degree	Professional (Grades I-XII)

- \* The holder of a Permanent Second Class Certificate may be granted a Junior E Certificate upon the completion of B.Ed. matriculation, or one summer session of approved courses, and if recommended by a superintendent of schools.

## ***Notice Regarding Refund of Pension Contributions***

According to a regulation of the Board of Administrators, effective since July 1, 1954, applications for refund are placed on file until four months after August 31, or the date of the last contribution, whichever is the earlier. This regulation is necessary for the following reasons.

1. All contributions must be received and posted before refund payment can be made.
  2. This regulation protects the teachers who have resigned in June or July, with no intention of teaching the following year, but who change their plans and return to teaching within a few months. A teacher who accepts a refund of contributions, in whole or in part, relinquishes all accrued benefits in the Fund.
  3. This regulation helps to avoid unnecessary cost in office administration.
- Forms for application for refund will be supplied on request.

**Eric C. Ansley**  
**Secretary-Treasurer**  
**Board of Administrators**



## ARE YOU PREPARED?

Now is the time to prepare for next term

### BOOK FILMS NOW

To avoid disappointment, may we suggest that you make your fall film reservations, now!

### CHECK UP TIME

Does your projector require servicing?  
Is your stock of spare lamps, belts, oil, etc. adequate?

*Always ready to serve you*

DIVISION OF VISUAL INSTRUCTION,  
DEPARTMENT OF EXTENSION,  
University of Alberta  
Edmonton, Alberta

1957 Revision

## SCIENCE

by

Davis, Burnett, Gross, Adair, Carmichael,  
Jackson and Robertson

*Available from the School Book Branch*

Outstanding features of the revision—

**Prairie Agriculture**—additions to Unit 17 and completely new Units 18 and 19 by Lloyd T. Carmichael and C. Gordon Jackson, Correspondence Branch, Department of Education, Saskatchewan.

**Petroleum**—An additional unit, with special reference to Alberta.

*A secondary reference for Grade IX in Alberta. The prescribed text for Grades IX and X in Saskatchewan.*

**CLARKE, IRWIN & COMPANY LIMITED**

103 St. Clair Avenue West

Toronto 7



# Convocation, May, 1957

## University of Alberta

Students in the Faculty of Education, listed below, were granted the following degrees and diplomas at the University of Alberta Convocation, held in Edmonton on May 17, 1957. The students were presented to Convocation by Professor H. T. Coutts, Dean of the Faculty of Education, with the exception of those receiving the degree of bachelor of education in physical education who were presented by Dr. Maury Van Vliet, Director of the School of Physical Education, and those receiving the degree of master of education who were presented by Professor O. J. Walker, Director of the School of Graduate Studies. Degrees were conferred by Dr. E. P. Scarlett, Chancellor of the University.

### THE CLARENCE SANSOM MEMORIAL GOLD MEDAL IN EDUCATION AND THE CLARENCE SANSOM SCHOLARSHIP IN EDUCATION

Jack Logan Ferguson, Calgary

### THE EDMONTON HOME ECONOMICS ASSOCIATION PRIZE IN EDUCATION

Gwendolyn Joan Koefoed, Gleicher

### W. K. KELLOGG FOUNDATION FELLOWSHIPS IN SCHOOL ADMINISTRATION

Alan F. Brown, Edmonton

John C. Cheal, Calgary

Ian Edward Housego, Moose Jaw, Saskatchewan

Dorothy Ellen Howe, Toronto, Ontario

James Stanley Hrabl, Coaldale

Malcolm J. MacInnes, Antigonish, Nova Scotia

Newman Keiland, Winterton, Newfoundland

Arthur Kratzman, Saskatoon, Saskatchewan

### IMPERIAL OIL FELLOWSHIP IN SCHOOL ADMINISTRATION

Cecil Patrick Collins, Edmonton

### INTERNATIONAL NICKEL FELLOWSHIP IN SCHOOL ADMINISTRATION

Harold J. Uhlman, Lunenburg, Nova Scotia

### SCHOOL TEXT BOOK PUBLISHERS FELLOWSHIP IN SCHOOL ADMINISTRATION

Kathleen E. Collins, Burnaby, British Columbia

### FIRST CLASS STANDING

#### Fourth Year:

Lillian M. Munz, Barons

Alice L. Simonson, Edmonton

Jack L. Ferguson, Calgary

Francis W. Samis, Edmonton

### ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION

Barbara Ross Beaton

Lee Berger

Carmen Colette Brosseau

Florence Pauline Cerezke  
Eleanor Joyce Cherneski, B.A.

Ida May Cook

Lilly Fandrich

Barbara Elizabeth Farmer

Ruth Flanagan, B.A.

Dorothy Mae Frankish

Sister Marguerite Marie Laforce

Audrey Joan Lawrie

Helen Loewen

Patricia Joan Low

Mary Colleen Macdonald

Rebecca Jean MacLaggan, B.A.

Lillian Margaret Munz

Janet Agnes Josephine Opalinski

Gael Mary Gultenbaum

Marie Therese Rostaing

Sister S. Claire-de-Rimini

Mary Emma Schwarz

Dorothy Joan Shelene

Maureen Christina Shepherd

Alice Lillian Simonson

Isabel Hazel Stadelbauer

Fern Bernice Taylor

Mary Louise Tesler

Hazel Esther Walker

Nancy Ruth Wilson

John Wilfred Crowle

Charles James Dibble

Jack Logan Ferguson

Donald Gary Fowler

Donald Elmer Harris

Rodney Denning Kemp

William Luka

Alvin Roy Myhre

William Nikolaichuk

Ronald William Sheppard

George Henry Zieher

### ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION AND GRANTED THE SENIOR DIPLOMA

Jean Agnes Booth

Helen Joanne Borgstede

Catherine Joann Edwards

Genevieve Marie Gourdine

Marie-Therese Louise Puech

Eileen Marie Quinlan

Marie Elizabeth Swanson

Vladimir Brecka

Carl Danelluk, B.A.

Lawrence Richard Enright

Roy Edmund Houghland, B.Sc. (Arts)

Douglas Frederick Jones

Albert Lloyd Kahanoff

George Harry Klimiuk

Victor Peter Nakonechny

Thomas Michael McKim O'Brien

Francis William Samis, B.A.

John Strenbitsky, B.Sc. (Arts)

Raymond Leslie Webb

Julian Peter Wynnyk

ADMITTED TO THE DEGREE OF  
BACHELOR OF EDUCATION  
IN PHYSICAL EDUCATION AND  
GRANTED THE SENIOR DIPLOMA

Betty Jean Fisher  
Sarah Eileen Nicol  
Arnold Martin Enger  
Richard Arthur Holmes  
Frank Kiyooka  
Peter Bertelsen Nelson  
Richard Brian Staples  
Leonard Edward Thomas

ADMITTED TO THE DEGREE OF  
MASTER OF EDUCATION

Mary Anne Beaton, B.Sc. (Arts), B.Ed.  
Wilbert George Bevington, B.Ed.  
Stanley Gordon Deane, B.Sc. (Arts), B.Ed.

AWARDED THE SENIOR DIPLOMA OF  
THE FACULTY OF EDUCATION

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Rosemary Brady  
Audrey Marie Carson  
Angeline Lillian Condon  
Alna Mary Dibble  
Mary Louise Duncan  
Isabel Melissa Erickson  
Ada Jean Fraser  
Marion Ruth Frayn  
Rosemary Naomi Gell  
Sonja June Kristin Gotaas  
Norma Frances Margaret Grover  
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Lois Ellen Snath  
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William Dacshyn  
Dale Huette Davies  
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Maurice Ronald Greenslade  
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Stephan George Klatzke  
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# Teachers in the NEWS

The University of Alberta has announced the award of W. K. Kellogg Foundation fellowships in school administration to two more Alberta teachers. They are John C. Cheal of Calgary and James S. Hrabi of Coaldale. With Alan F. Brown of Edmonton, this brings to three the number of Alberta fellowship winners. In all, nine Canadian scholars will do post-graduate work in educational administration and supervision at the Faculty of Education of the University of Alberta in 1957-58 under Kellogg fellowships of \$2,400. So that students from distant points will not be penalized, each student will receive an additional grant equivalent to the cost of return transportation from his home to the University of Alberta.

John C. Cheal is presently an elementary school principal in the Calgary Public school system. He graduated from the University of Alberta in 1948 with his B.Ed. degree, winning a first class general standing prize. He also holds the degree of LRSM from Royal Schools, London and the ARCT degree from the Royal Conservatory, Toronto. Mr. Cheal has been a member of the Department of Education's radio committee.

James S. Hrabi graduated in 1952 with a B.Ed. degree from the University of Saskatchewan, winning a McColl Scholarship. In 1954, he received his B.A. degree, majoring in mathematics, from the same university. Mr. Hrabi is now principal of Coaldale High School in the Lethbridge School Division.

## THE EDMONTON PUBLIC SCHOOL BOARD

is pleased to announce that a limited number of bursaries will be awarded to students registered in the Faculty of Education, University of Alberta, in the first, second, third and fourth years.

Preference will be given to graduates of Edmonton Public Schools, but applications will be received from graduates of high schools outside the district.

Bursary payments amount to \$300 per year, and acceptance of a bursary carries an obligation on the part of the recipient to teach on the Edmonton Public School staff.

Further information may be obtained  
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## **National Award in Education**

A national award in education has been established by the Canadian Education Association. Created in honour of the late Dr. J. G. Althouse, chief director of education for Ontario, the award is to be made annually to an outstanding Canadian educator for distinguished leadership in the field of school administration.

Honoured by the first award is Dr. G. Fred McNally, formerly teacher, principal, and inspector of schools in Alberta and deputy minister of education until his retirement in 1946. Subsequently, Dr. McNally served for a time as chancellor of the University of Alberta, and continues to be a member of its Board of Governors. Dr. McNally was chairman of the recent Royal Commission on Metropolitan Development (Edmonton and Calgary) and is chairman of the Vocational Training Advisory Committee of the federal Department of Labour. President of the CEA from 1938 to 1941, he was a member of the Canadian delegation to UNESCO in Paris in 1946.

The CEA is also awarding the new national distinction posthumously to the late Dr. B. O. Filteau of Quebec in recognition of his long and outstanding career in education and of his efforts to promote interprovincial cooperation in education through the CEA. Appointed in 1925 as assistant deputy minister in the Quebec Department of Education, he served as deputy minister of that department from 1937 until his retirement in 1955. Dr. Filteau was awarded the honorary degree of doctor of pedagogy by Laval University in 1951. He was president of the CEA in 1946-47, and was a member of the Canadian Association for Adult Education and of the Canada-United States Committee on Education. In 1951, he represented the CEA at the International Conference on Public Education in Geneva.

## **Consultants Banff Conference**

The ninth ATA Banff Conference will be held at the Banff School of Fine Arts, August 18-25, 1957.

### **Alberta Teachers' Association Policy and Administration**

**Mrs. Inez K. Castleton**  
President  
Alberta Teachers' Association  
Calgary

### **Curriculum Development**

**Dr. D. T. Oviatt**  
Dean, San Fernando Valley Campus  
Los Angeles State College  
Northridge, California

### **Group Dynamics**

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Professor of Education  
University of Illinois  
Urbana, Illinois

### **Educational Publicity and Public Relations**

**Dr. W. R. Odell**  
Professor of Education  
Stanford University  
Stanford, California

### **Alberta Teachers' Association Publications**

**Dr. T. Peterson**  
Associate Professor  
School of Journalism and  
Communications  
University of Illinois  
Urbana, Illinois

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Presentation of the new national awards in education will take place at the CEA Convention in Fredericton next September.



#### To the Editor:

We are asking your help and co-operation to tell the citizens of Canada of the need for safety in, near, or on the water. A nation-wide campaign has been planned for the months of June, July, and August, and for the first time a National Water Safety Week is being observed.

Yours very truly  
RICHARD H. GLUNS  
National Director of  
Public Relations  
Canadian Red Cross Society  
Toronto, Ontario

#### To the Editor:

**Student Fares**—Selective dates covering opening and closing period of universities, colleges, preparatory schools, and other educational institutions in Canada—1957-58

The following reduced fare arrangements are authorized for 1957—

#### Territory

Round trip tickets may be issued to teachers and students travelling from their homes in Canada to stations in Canada at which they will attend university, college, or other educational institution. No certificate or other formality is necessary to obtain the special form of ticket. Agents will issue same on request.

#### Dates of sale

Round trip tickets will be issued from July 25 to October 25, inclusive, 1957.

June, 1957

#### Fares

##### (a) Adults

Normal one-way first class, coach class, intermediate class, or special coach class fare and one-half for the round trip, adding when necessary to make fare end in 0 or 5. Minimum fare 50 cents.

##### (b) Children

Under five years of age, when accompanied by parent or guardian, will be transported free.

Five years of age and under twelve years of age, half the fare authorized for adults, sufficient to be added when necessary to make child's fare end in 0 or 5. Minimum fare 50 cents.

Twelve years of age and over will be charged the adult fare.

#### Return limit

Tickets will be valid returning from stations at which university, college, or other educational institution is located to starting point, only within period March 25 to June 30, inclusive, 1958.

#### Going passage

To commence on date of sale, destination to be reached not later than midnight of tenth day after date of sale.

#### Final return limit

Original starting point must be reached returning prior to midnight of tenth day after date of validation.

#### Routes

Tickets will be routed via Canadian ticketing routes over which regular one-way fares apply and must read via the same route and railway lines in both directions, except that optional route privileges will be permitted as provided for in lawfully filed tariffs.

#### Accommodation

Accommodation accorded on trains will be as shown in the tariffs in which the one-way fares are quoted.

### Validation for return

Tickets must be validated by agent at destination by stamp and signature in space provided on ticket, and by signature of original purchaser, whose bona fides as a teacher or student entitled to reduced fare transportation on the ticket must be attested to by principal or other authorized officer of educational institution, as provided in certification coupon which will be included in special teachers' or students' tickets to be furnished to agents for the ticketing of this class of traffic.

### Exceptional conditions under which return portion of tickets may be exchanged

When through illness or other extenuating circumstances, teachers or students are required to return to their homes during the school year and do not expect to return to complete the scholastic term, the return portion of the original ticket may be lifted on surrender of bona fide request from the principal or other auth-

orized officer of the school or college, and a new ticket furnished free in exchange, valid for continuous passage to point of origin via the same route as lifted ticket.

### Stopovers

Stopovers will be allowed on application to conductor at any point en route on going trip within ten days from date of sale, and on return trip within final limit.

### Baggage

Baggage may be checked in accordance with lawfully filed tariffs.

### Extension of Limit of Ticket

Extension of limit of ticket, on account of illness, etc., will be permitted in accordance with lawfully filed tariffs.

Yours truly

ROY H. POWERS

Canadian Passenger Association  
Winnipeg 1, Manitoba

### Clear—Only if Known

*(Continued from Page 8)*

be uncovering it, looking for what is underneath the surface.

It is not easy to give directions for finding one's way around in a world whose values and directions are changing. Ancient landmarks have disappeared. What appears to be a lighthouse on the horizon turns out to be a mirage. But those who do have genuine expertness, those who possess tested, authorita-

tive data, have an obligation to be clear in their explanations. Whether the issue is that of atomic energy, UNESCO, the UN, or conservation of human and natural resources, clarity in the presentation of ideas is a necessity.

We must neither overestimate nor underestimate the knowledge of the inquiring traveler. We must avoid the COIK fallacy, and realize that many of our communications are clear only if already known.

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CATALOGUE ON REQUEST

# NEWS from our Locals

## **Barrhead Local**

Final plans for the divisional and high school track meets at Westlock were reported on at the local meeting in May. Two interesting and informative reports regarding the Annual General Meeting were made by Mrs. M. MacGregor and R. Nadeau. Mrs. MacGregor reviewed resolutions brought before the meeting, and Mr. Nadeau reported on pension matters. The teachers also discussed topics for next fall's convention.

## **Camrose South Sublocal**

The sublocal teachers met in Bashaw on May 13 and completed the schedule for the ball tournament. Chester Saby reported on the Annual General Meeting. It was decided to discontinue competing in the Camrose track meet. R. Wadson reported for the salary negotiating committee. Speaking for the cultural committee, Mike Bartman announced that classes in art will be continued and that there are to be new classes in poetry, general hobby, and class projects.

## **Chauvin Sublocal**

The sublocal was organized in October with teachers from Chauvin, Ribstone, and St. Aubin's Separate School. A topic suggested by Mrs. P. Worrall, "A Standard Testing Program", was the discussion subject at a teachers' institute. Wild life films were shown to the students and the public under the sponsorship of the sublocal. A track meet was held in May. To close the year's activities a banquet is planned for the final meeting.

## **Clover Bar Sublocal**

Sublocal teachers gathered on May 8 for a supper meeting at the Seven Seas restaurant. P. Raffa and R. Lambert gave reports on the Annual General Meeting. C. T. DeTro spoke regarding the teachers' pension scheme, tracing its history and answering questions from the members. The remainder of the meeting was devoted to a discussion of problems of administration in the elementary schools. Entertainment was provided by the staffs of East Edmonton and King George Park Schools. An amusing film and recording was presented by Val Roos and R. Spacinsky gave a violin solo.

## **Drumheller Division Sublocal**

The Delia teachers were hosts at the April 30 meeting. Superintendent W. R. Dean explained the textbook rental scheme to be used in the division next term. Plans were completed for the coming divisional track meet.

## **Neutral Hills Local**

The local teachers attended a special meeting on May 3 in Veteran to hear J. C. Charyk, principal of the Hanna School. Mr. Charyk demonstrated how to make high school mathematics interesting and worthwhile to students by relating it to everyday use. A good discussion period followed.

## **Olds Local**

On May 2, a banquet and program was sponsored by the teachers of the Olds School and the Olds School Division in honour of the retiring school superintendent, X. P. Crispo, and Mrs. Crispo. Mr. Crispo has served the Department of Education for 38 years, 23 years as inspector for the Olds School Division. Nearly 200 people were present, including teachers, members of the school boards, and representatives of the Department of Education. Cliff Sorenson, local president, was master of ceremonies. Tribute was paid to Mr. Crispo by Dr. W. H. Swift, deputy minister of



education, W. E. Frame, chief superintendent of schools, and Tom Morris, chairman of the board of trustees of the Olds School Division. A bouquet of roses was presented to Mrs. Crispo. E. T. Wiggins, principal of Didsbury High School, presented a Gissing picture to Mr. Crispo on behalf of the ATA. Mr. Crispo also received a cheque for the purchase of a TV set, a gift from the divisional board. Mr. and Mrs. Crispo intend to return to Nova Scotia following his retirement.

### **Red Deer City Sublocal**

The sublocal held its regular meeting on May 15 in the Central Junior High School. Vernon Archer outlined the work done so far in studying report cards. Study will be continued throughout the summer, but the committee is empowered to present to the superintendent certain clerical changes of a non-controversial nature.

A date early in June was decided upon for the projected trip of a small

concert party to the Twilight Lodge. Mr. Archer announced that the picnic for teachers, their families, and friends will be held at the farm home of Mrs. E. Metz on June 12. The cultural activities committee's concluding event in the Eastview School on May 14 was voted a success, and thanks was expressed to Trudy Fellner and the committee for the splendid work done during the year. The secretary was instructed to write letters of appreciation to certain persons and groups who had extended courtesies. The nominating committee's report, presented by Clarence Yeomans, was accepted with some committee additions.

### **Seba Beach - Entwistle Sublocal**

At the regular sublocal meeting on May 4 in the Seba Beach Elementary School, provision was made for scholarships of \$20 and \$10 to be presented to the top two students in Grade X at Seba Beach High School. Funds for the scholarships come from the sublocal's share of money paid by the Stony Plain Local to its sublocals and from donations from H. C. McCall, principal of Seba Beach High School, and Miss H. Hegler, a teacher in the high school. Suggestions were made to the divisional board on its building program at Seba Beach.

### **St. Albert Sublocal**

The sublocal met on May 28 with 25 members in attendance. Councillor R. Ferguson reported that the local association needed funds, and a motion was passed that \$1 be collected from each member of the sublocal. C. Goulet distributed information regarding the new salary schedule which has been accepted.

### **Strathmore Sublocal**

The regular sublocal meeting was held in the Carseland School on May 13. Frank Bazant gave an interesting account of the Annual General Meeting and general discussion followed. The spring track meet at Standard in May was arranged, and plans for a picnic in June were completed.

## **Calgary Separate School Board**

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134 - 8 Avenue East, Calgary

Red Deer

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 L. Philippe Meunier, St. Paul  
 E. Meaden, Morinville  
 H. K. Fielding, Hanna  
 M. V. Crumley, Taber  
 A. W. Poland, Box 165, Trochu  
 P. M. Shavchook, Two Hills  
 D. W. Kennedy, Vegreville  
 J. R. Robson, Vermilion  
 Oliver G. Griffiths, Wainwright  
 Walter Burchett, Westlock  
 L. B. Yule, Wetaskiwin  
 H. C. Willson, Strathmore

## Counties

### County and Number

Grande Prairie No. 1  
 Newell No. 4  
 Ponoka No. 3  
 Stettler No. 6  
 Thorhild No. 7  
 Vulcan No. 2  
 Warner No. 5

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 H. C. Scammell, Brooks  
 Peter MacDonald, Ponoka  
 L. P. Williams, Stettler  
 P. G. Woloschuk, Thorhild  
 D. D. McQueen, Vulcan  
 J. B. Sheran, Warner

## Districts

### District and Number

#### Cities

Calgary Public No. 19  
 Camrose No. 1315  
 Drumheller No. 2472  
 Edmonton Public No. 7  
 Lethbridge No. 51  
 Medicine Hat No. 76  
 Red Deer No. 104  
 Wetaskiwin No. 264

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 F. F. Bailey, Camrose  
 J. C. Jensen, Drumheller  
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 A. J. Watson, 433 - 15 Street South, Lethbridge  
 G. H. Davison, Medicine Hat  
 Mrs. Lillian Scott, 4747 - 53 Street, Red Deer  
 C. B. McMurdo, Wetaskiwin

Calgary CS No. 1  
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 James Masson, Ste. 1, 4702 - 47A Avenue, Red Deer  
 Rev. J. R. MacDonald, Wetaskiwin  
 W. M. Gray, 30 - 7 Street N.E., Medicine Hat

## Towns

Bonnyville No. 2665  
 Bowness No. 4590  
 Beverly No. 2292  
 Bow River No. 1059  
 Brooks No. 2092  
 Coleman No. 1216  
 Devon No. 4972  
 Grande Prairie No. 2357  
 Hanna No. 2912  
 Hardisty No. 1659  
 High River No. 144  
 Innisfail No. 210  
 Lloydminster No. 1753  
 Lodgepole No. 5073  
 McMurray No. 2833  
 Olds No. 235  
 Redcliff No. 2283  
 Stettler No. 1475  
 St. Paul No. 2228  
 Three Hills Town No. 3048  
 West Jasper Place No. 4679  
 Thibault CP No. 35  
 Beverly CS No. 52  
 Bow River CS No. 55  
 Cold Lake CS No. 64  
 Guy CS No. 30  
 High Prairie CS No. 56  
 Hinton CS No. 66  
 Immaculate Conception  
 CS No. 43  
 Jasper Place CS No. 45  
 Provost CS No. 65  
 St. John's CS No. 32  
 St. Joseph CS No. 28  
 St. Martin's CS No. 16  
 St. Michael's CS No. 18  
 St. Thomas More CS No. 35  
 Ste. Marie CS No. 36  
 Taber CS No. 54  
 Theresetta CS No. 23  
 Wainwright CS No. 31  
 Glen Avon PS No. 5

Carl Gundersen, 11012 - 83 Street, Edmonton  
 M. A. Biron, Bonnyville  
 George E. Garland, Bowness  
 Mrs. Delores Gardiner, Forest Lawn  
 Edgar Lewendon, Brooks  
 Mrs. Nora Goulding, Coleman  
 B. D. Stover, Devon  
 Miss A. Smith, Box 3328, Grande Prairie  
 Wm. Cross, Hanna  
 W. S. Pedlar, Hardisty  
 R. W. Robinson, High River  
 A. W. Smith, Innisfail  
 N. Goss, Lloydminster, Saskatchewan  
 Arthur C. Bredo, 11563 University Avenue, Edmonton  
 Mrs. A. M. Haxton, McMurray  
 E. J. Shackleton, Olds  
 J. W. Campeau, Redcliff  
 William E. Hay, Stettler  
 J. C. Therien, St. Paul  
 A. B. Young, Three Hills  
 A. L. Miller, 10117 - 153 Street, Edmonton  
 Paul E. Brochu, Morinville  
 Rev. H. B. Peet, 4603 - 118 Avenue, Beverly  
 George Gunnip, Forest Lawn  
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 Mrs. F. A. Chalifoux, Box 8, McLennan  
 Rev. A. J. Gould, High Prairie  
 Rev. J. Lynch, O.M.I., Hinton  
 Francis Handfield, Peace River  
 Hilaire E. Beriault, 10455 - 158 Street, Edmonton  
 Rev. Thos. J. Kroetch, Provost  
 Rev. J. Turcotte, McMurray  
 Mrs. Emila Blais, Box 3459, Grande Prairie  
 Wm. Luhoway, Vegreville  
 L. M. Siegel, Pincher Creek  
 Rev. A. Kosolofski, O.M.I., Fairview  
 Gerard Dufour, Spirit River  
 Rev. C. J. Lyons, Box 2045, Taber  
 Rev. J. J. O'Halloran, Castor  
 Andrew Turner, Wainwright  
 F. W. Weder, Box 14, St. Paul

## Rural Districts

- Acomb No. 4525  
 Antonberg No. 4586  
 Anzac No. 4979  
 Banff No. 102  
 Biggin Hill No. 5029  
 Bridge Creek No. 4984  
 Brule No. 3537  
 Buffalo Park No. 5047  
 Burmis Camp No. 5066  
 Canmore No. 168  
 Chipewyan No. 4924  
 Chisholm No. 4632  
 Conklin No. 4835  
 \*East Prairie No. 4916  
 \*Elizabeth No. 4886  
 Exshaw No. 1699  
 Faraway No. 4689  
 \*Fishing Lake No. 4850  
 Fort Fitzgerald No. 4561  
 Glenmore No. 114  
 Griesbach No. 5028  
 Grovedale No. 4910  
 Hays No. 5005  
 Howsam No. 4996  
 Independent Valley  
     No. 4604  
 Jasper No. 3063  
 \*Kikeno No. 4866  
 Lake Louise No. 1063  
 Morley No. 172  
 Montgomery No. 4967  
 Mynarski Park No. 5012  
 Nordegg No. 3211  
 Normandy No. 4986  
 \*Paddle Prairie No. 4893  
 Portsmouth No. 3705  
 Ralston No. 4981  
 Ribbon Creek No. 4976  
 Seebe No. 4152  
 South Wapiti No. 4623  
 St. Isidore No. 5054  
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 H. A. MacNeil (OT), Grande Prairie  
 George Filipchuk (OT), Lac la Biche  
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 George Filipchuk (OT), Lac la Biche  
 A. C. McCully (OT), Administration Building,  
     Edmonton  
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     Edmonton  
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 A. C. McCully (OT), Administration Building,  
     Edmonton  
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 W. L. Yorke, Jasper  
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     Edmonton  
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 G. L. Wilson (OT), 134 - 8 Avenue East, Calgary  
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 H. J. Hall (OT), Rocky Mountain House  
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     Station, Lancaster Park  
 A. C. McCully (OT), Administration Building,  
     Edmonton  
 H. F. Peters (OT), Dominion Range Experimental  
     Station, Manyberries  
 F/Sgt. A. L. Saurez, CEPE, Suffield Experimental  
     Station, Ralston  
 G. L. Wilson (OT), 134 - 8 Avenue East, Calgary  
 J. T. Crowder, Seebe  
 H. A. MacNeil (OT), Grande Prairie  
 P. R. Sproul, Peace River

\*Utikuma No. 4904

Waterton Park No. 4233

\*Wolf Lake No. 4894

Breynat CS No. 53

Clandonald CS No. 29

Crossroads CS No. 46

Duvernay CS No. 48

Equity CS No. 62

Fort Chipewyan CS No. 57

Fort Vermillion CS No. 26

Kleskun Hill CS No. 61

MacHenry CS No. 63

Mazenod CS No. 42

Morning View CS No. 59

Mount Star CS No. 58

St. Girard CS No. 41

St. Jacques CS No. 40

St. Jerome CS No. 39

St. Laurent CS No. 47

St. Monica CS No. 44

Ste. Bernadette CS No. 34

Jubilee PS No. 4

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Edmonton

O. J. Tidball, Waterton Park

A. C. McCully (OT), Administration Building,  
Edmonton

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P. Convey, Clandonald

Henry J. Landry, Box 422, Red Deer

J. A. Brosseau, Brosseau

Mrs. Mary I. Vavrek, Sexsmith

Rev. L. Casterman, O.M.I., Fort Chipewyan

Rev. G. Tessier, O.M.I., Fort Vermillion

Mrs. Margaret Fitzpatrick, Box 2077, Grande Prairie

Mrs. Helen Duda, Sexsmith

Ralph Dillman, North Star

Mrs. W. Antonio, Box 124, Sexsmith

Mrs. S. Chrenek, Sexsmith

Rev. S. Loranger, Picardville

Rev. S. Loranger, Picardville

Rev. S. Loranger, Picardville

J. A. Brosseau, Brosseau

Mrs. Mary Boos, Notikewin

Rev. S. Loranger, Picardville

Mrs. Anna Roy, Jean Cote

#### Villages

Cochrane No. 142

Galt No. 647

Turner Valley No. 4039

Assumption CS No. 50

Grand Centre CS No. 67

Killam CS No. 49

Pontmain CS No. 20

Rosary CS No. 37

Sexsmith CS No. 51

St. Aubin CS No. 24

St. Rita's CS No. 27

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Mrs. E. L. Christenson, Stirling

A. Collings, Black Diamond

Rev. S. J. Molnar, Box 76, Oyen

S. T. Kenyon, Grand Centre

James A. Slavik, Killam

Rev. W. A. Reynolds, Trochu

Rev. George M. Fetsch, Box 55, Manning

Rev. F. Dales, Sexsmith

R. Delemont, Chauvin

Rev. E. F. Lehman, Box 31, Rockyford

#### Consolidated Districts

Barons No. 8

Crownsnest No. 78

Donnelly No. 66

Falher No. 69

Forestburg No. 45

Galahad No. 62

Great Bend No. 42

Lousana No. 38

Nanton No. 50

Parkland No. 51

Saskatoon Lake No. 56

Frank Dawley, Barons

L. D. Huntley, Blairmore

L. P. Moquin, Donnelly

Gerard Levesque, Falher

Hans Farvolden, Forestburg

Alvin W. Burzloff, Galahad

Frank Watson, R.R. No. 2, Delburne

Joseph Smith, Lousana

E. Coutts, Nanton

A. G. Powe, Parkland

Mrs. E. M. Sebastian, Wembley

OT Official Trustee

\* Metis School

CS Roman Catholic Separate

CP Roman Catholic Public

PS Protestant Separate



## The Relationship of Skills in Reading and in Spelling

(Continued from Page 12)

fact, word recognition skills can be taught more appropriately and effectively during spelling instruction than during reading activity. In studying spelling, minute scrutiny of word parts is desirable; in reading we are after meaning—not word analysis.

### Look at words discriminately

At this point the objection is commonly made that, as many English words are not phonetic, the learning of auditory-visual relationships is not only useless, but is confusing and leads to spelling errors. It should, however, be obvious that deviations from regular phonetic patterns do not limit the usefulness of the device. Thus when a child scrutinizes a word he wishes to learn to spell, he may observe that it is spelled phonetically—that is, it is spelled as he expects it to be spelled. He notes this fact and tries to remember to spell it phonetically when the need arises. If, on the other hand, the word deviates from regular phonetic pattern—that is, it is not spelled as he expects it to be spelled, he notes the nature of the deviation. In other words, he looks discriminately at the word. Looking at a word discriminately means that we observe agreement with or deviation from our body of phonetic generalizations.

Thus as children encounter unfamiliar words in reading and as they apply sound

blending techniques competently to unlock them, they are obliged to look at the words discriminately. And that is what we really mean when we say we study spelling—to look discriminately. When a child has been taught the basic body of auditory-visual relationships he quite naturally learns to spell most words which are word recognition problems for him in reading. If teachers teach effective word recognition skills beyond the level of the beginning and final consonant substitution technique, they are tooling them with the body of generalizations which are indispensable to the discriminating scrutiny which is the basis of spelling power. Conversely, when children learn to analyze words they need to spell, they strengthen and refine their word perception skills for reading.

The mastery of the structural analysis skills in reading—recognizing compounds, seeing common prefixes and suffixes as units, detecting root words, dividing words into syllables—clearly contributes to the growth of the analytical skill which is required in learning to spell multisyllabic words. We look discriminately at multisyllabic words for spelling purposes when, again, we observe agreement with or deviation from expected multisyllabic patterns.

### Similar skill clusters

If these observations are valid, we may explore more thoroughly the possibilities of using the teaching time we have for spelling to teach the sound blending and structural analysis skills for reading. There is still some confusion as to just when and how we shall teach word perception skills during the typical reading period. If we teach children to look discriminately at words, as here defined, they will strengthen spelling skills whenever they look at print symbols for any purpose. At any rate, there is some evidence to show that we can give children greater competence in both spelling and reading when we make the relationships of these similar skill clusters more apparent.

### TEACHERS WANTED

The Foothills School Division No. 38 requires the services of one Industrial Arts and one Home Economics teacher for three-school circuit. Address applications to—

C. M. Lavery  
Superintendent of Schools  
FOOTHILLS SCHOOL DIVISION  
No. 38  
High River, Alberta

## Hanna Sports Program

(Continued from Page 21)

members and other townspeople. Four carloads recently drove to Calgary to see the Harlem Globe Trotters play basketball.

Both boys and girls make up the school's curling rinks and they play on the town's artificial ice rink at a nominal fee of 25 cents per game. Members of the Hanna Curling Club are always on deck to act as coaches, and experts say the town will definitely be heard from in provincial high school curling competition within the next year or so.

Students play in community-operated hockey leagues and the town of something over 2500 has several Little League and Babe Ruth League baseball teams.

Already the Hanna High School bonspiel is the second largest in Alberta with some entries coming from Saskatchewan last year. Only Lethbridge, with ten times the population, surpasses it.

"We really didn't go into sports with the idea of winning championships", says Lake Louise-born John Charyk, who credits his own enthusiasm for sport to the encouragement given him by the YMCA, teachers, and townsfolk of the mining town of Canmore where he went to school. "Our aim was to get everyone playing and we sort of surprised ourselves by winning championships from schools which have had sports programs for a long time."

Records of attendance at team practices and games are kept as carefully at Hanna High School as are classroom records. Both are carefully integrated. In addition to showing athletic prowess a player earns the privilege of representing the school by giving his best in classwork. There is no single standard for the entire team. Each student is rated on his own potential ability. A brilliant student may have to get an 85 rating to get on a team, another may only need 40.

"They've got to be doing their best in class, as well as in sport, to qualify.

They don't get barred for an entire term if marks are low. We usually find that dropping them from one game is punishment enough", smiles Charyk. "Some educators don't agree with us but we find it works."

The principal's office (where a miniature bronze football is a paperweight, two baseball bats stand in a corner, a sports trophy rests on a shelf, and some basketball uniforms are stacked on a chair), holds many letters of appreciation for the conduct of Hanna athletes on occasions when they played away from home. They have a reputation for leaving dressing rooms clean, never complaining about officiating, being good sportsmen whether they win or lose.

They take seriously a note attached to a mimeographed leaflet giving details of a recent trip taken by one of the school basketball teams. "We want the town of Hanna and particularly Hanna High School to be recognized as the home of the finest young people in Alberta, so do everything in your power to leave such an impression wherever you go."

The Hanna youngsters are doing just that, and because of it you can't help but feel that the sports-minded town on the Goose Lake line will have no problems of juvenile delinquency in the future.

Reprinted from *The Albertan*, May 17, 1957 issue.

### ASSISTANT SUPERVISOR OF SCHOOL BROADCASTS

(male or female)

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Apply in person or in writing to—

Mr. F. D. Betts  
Director of Personnel  
Room 404, Legislative Building  
Edmonton

## Character Education

(Continued from Page 16)

type is fear. Fear is not a good motivator, not because it is not effective (on the contrary, it is very effective), but because no one can predict how it will work. It may be that, if the teacher makes coming late to class a very fearful matter, children will pretend sickness and miss a whole half-day of school to avoid coming late. Every year some child commits suicide because of low marks, afraid to face disgrace. Many a student sits quietly in a seat looking at a book because he's afraid to do anything else, but he is actually daydreaming of being seven feet tall and pulling the hairs out of the teacher's head one by one. Many a child refrains from stealing not because he sees anything wrong in it, but because he's afraid he'll get caught.

Please do not misinterpret these remarks. It is not suggested that pressure and fear should never be used. Rather,

**TEACHERS WANTED**  
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**GRANDE PRAIRIE**  
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tained from—  
**Miss Ardith Smith**  
**Secretary-Treasurer**  
**Box 3328**  
**Grande Prairie, Alberta**

they are dangerous and should be used as last resorts, not as first methods. Also, it is not suggested that external controls are not necessary. Rather, they should be removed as fast as children can learn to take over self-control, and we must give them the benefit of the doubt. They must make mistakes, and we must recognize our adult weakness of thinking them less mature than they are and of thinking in terms of one mistake making a bad character.

### The teachable moment

The knowledge of what constitutes right and wrong behaviour can be taught at any time, but it is likely not to 'take'. The best time to teach good behaviour is at the teachable moments when some behaviour is actually occurring. As in all teaching, praising, approving, and permitting right behaviour is more effective than scolding, reproving, and forbidding wrong behaviour. This does not mean that the second method should not be used, but it should not be the sole method.

Reasons for behaviour which is desired should be given. The best reasons are in terms of group welfare and the worst is "because I say so". These principles of

## EDMONTON PUBLIC SCHOOL BOARD

Teachers are required for the term beginning September, 1957. Applications will be received for:

- Elementary
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- Senior high school
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- Home economics

Salary schedule under negotiation.

Write for application form and salary schedule to—

**W. P. Wagner**  
**Superintendent of Schools**  
**10733 - 101 Street**  
**Edmonton, Alberta**

Telephone 48021 for interview

action in developing character are illustrated in the following examples.

Tommy in Grade IV sharpens his pencil quietly. The teacher remarks, "Thank you, Tommy, for not disturbing the class." Mary in Grade V is whispering to her neighbour during a lesson. The teacher says, "Mary, you should be quiet both for your own good and so that others can learn." Sally in Grade II in Current Events says she saw a bear on the way to school. The class falls silent in expectation waiting to see how the teacher will handle this whopper. She says, "I think that each one of us could see a bear if we tried. Let's close our eyes for a moment and try to see a bear. Now, how many could?" It is anticipated that a number of hands will go up, indicating that other children understand Mary's statement. In activity periods Billy is bossy, he tells the other children what to do and how to do it. Naturally, they resent this. The teacher says to Billy, "Other girls and boys like to decide what to do. Everyone should take turns at deciding what is best to do." Then, if Billy persists, the teacher says, "Perhaps you had better work alone on this for a while, Billy. Then you won't be telling the other boys and girls what to do." This should be handled not as a punishment to Billy, but rather as a protection for the other members of the group.

#### **Group decision should be developed**

The best character-developing motivation is group pressure. For this reason, the teacher should carefully build up a good group climate. Use "we" instead of "I". Think in terms of the welfare of the boys and girls. Encourage their discussion of behaviour problems, but try to depersonalize these discussions. For example, just after Sarah has hit Tim, you have a group discussion about getting mad, and how one feels, and how hard it is not to hit somebody—but you are talking about two other children, say, Henry and Helen (provided there are no Henry's and Helen's in your class). Such questions as—"How would

Helen feel? What would she want to do? What would you do if you were Helen? What should Henry do?"—help to develop little discussions. Do not be afraid to leave such discussions without any conclusion — heavy moralization doesn't take well. The main point is that, if the discussion is the children's discussion, and if the decision is their decision, then right action is much more likely to happen than from any formal teaching of right behaviour.

Fortunately, good character is taught by the identical procedures which do a good job of teaching arithmetic or reading. There is no conflict. Good teaching procedures enable the child to learn most effectively and also do the best job of developing his character.

#### **SAY YOU SAW IT IN THE ATA MAGAZINE**

## **HIGH SCHOOL TEACHER**

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**Secretary-Treasurer**

**Olds School District No. 235**

**Olds, Alberta**



"Richard is an only child — and its made him aggressive, rude, and selfish. Bobby has brothers and sisters — and the competition at home has made him turn out the same way."

(Reprinted by permission of *The Saturday Review* and Mr. Corks.)

### SCHOOL FOR DEAF CHILDREN

Academic teachers required in new provincial school for deaf children. Successful experience in hearing schools acceptable. Degree preferred. Duties begin September 1. Salary with degree—\$4,320-\$5,460. Salary with no degree—\$3,960-\$4,980.

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Director of Personnel,  
Legislative Building, Edmonton.

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### TEACHERS WANTED

Applications will be received by the Barons Consolidated School District for a principal and vice-principal for the term commencing September, 1957. A copy of the newly adopted salary schedule will be forwarded upon request. For further particulars contact—

F. J. Dawley

Secretary-Treasurer

BARONS CONSOLIDATED  
SCHOOL DISTRICT No. 8

Barons, Alberta

# Secretary's Diary

## **1957 CEA-Kellogg Short Course**

The role of the superintendent was the theme of the fifth short course held at the University of Alberta, May 13 to 31. Teacher representatives appointed by the Canadian Teachers' Federation and attending the course were: O. K. Crocker, John Perrie and H. G. Forgues. The Alberta Teachers' Association entertained the delegates at a dinner at the Mayfair Golf and Country Club.

## **Western Conference of Teacher Educators**

The Western Conference of Teacher Educators met at the University of Saskatchewan in Saskatoon, May 23 to 25. Representatives of universities, departments of education, and the teacher organizations attended. Mrs. Inez K. Castleton and I represented the Alberta Teachers' Association.

## **Workshop of Editors**

Editors of the teacher journals of the four western provinces and of New Brunswick held a four-day conference in Winnipeg, June 3 to 6. Mr. Otto Forkert of Chicago acted as consultant and adviser in methods for improving teachers' magazines. F. J. C. Seymour and W. Roy Eyres represented *The ATA Magazine*.

## **Other Meetings and Conferences**

Mrs. Inez K. Castleton represented the Alberta Teachers' Association at the annual conference of The Alberta Federation of Home and School Associations Incorporated, held at the University of Alberta, May 8 to 10.

The Alberta Advisory Committee on Educational Research met on May 14.

The Executive Council held a special meeting, May 18, to consider the date for the teachers' strike in the Normandy School District.

The General Curriculum Committee of the Department of Education met on May 24.

The ATA Scholarship and Loan Committee met on May 24. Nine scholarships were awarded, and two loans were granted.

Members of the ATA Curriculum Committee met on June 1.

A Highway Safety Conference, called by the Premier, was held in Edmonton, June 3. A. D. G. Yates represented the Association at this conference.

## **Golf Tournament**

The ATA Golf Tournament will be held at the Mayfair Golf and Country Club, Monday, July 22. Those teachers interested in entering should notify Joe McCallum, 10445 - 133 Street, Edmonton, at once. Players will tee off at 9:30 a.m.

### **Dismissals**

Please contact the office immediately if you have been given notice of termination of contract or have been asked to resign.

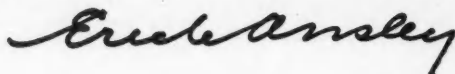
### **Normandy Strike**

The teachers of the Normandy School District No. 4986 rejected the award of a board of arbitration for settlement of their salary dispute for the 1955-56 school year. The strike date was set for Monday, May 27, but was deferred while two mediation meetings were held at the request of the official trustee. No agreement was reached at these meetings, and on Monday, June 3, the teachers went on strike.

The official trustee tried to keep the classrooms open by using airforce personnel as supervisors. Wires were sent to Ottawa by a number of groups interested in collective bargaining and concerned about the use of troops in a legal strike. The troops were removed from the classrooms on June 6. At the date of writing, no settlement has been reached.

### **Retiring Teachers**

To you who are retiring this June, I wish many years of good health and happiness. Your years of devotion to your profession and to the welfare of the children of Alberta is deeply appreciated. I hope your interest in the Association will continue. Also, if the Association can be of any assistance to you at any time, please do not hesitate to write to me.



## ***Notice Regarding Amendment Pension Refund Regulations***

In accordance with a resolution passed at the 1956 Annual General Meeting, Section 13 of By-law No. 1 of 1948 has been amended, to provide that teachers shall receive as refund all contributions and interest in excess of those for the first two years of service.

The regulation is to become effective August 1, 1957.

All teachers withdrawing from teaching service after August 1, 1957, and all teachers making application for refund after August 1, 1957 will be granted refunds according to the new regulation.

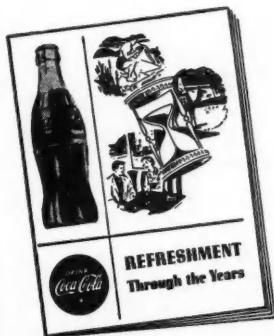
**Eric C. Ansley**  
**Secretary-Treasurer**  
**Board of Administrators**





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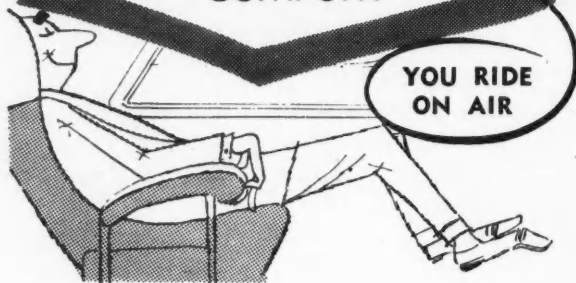
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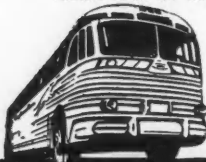
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Radium Hot Springs	\$14.90	\$ 8.45	\$13.75
Waterton Lakes	\$17.10	\$ 8.95	\$ 4.55
Sylvan Lake	\$ 5.50	\$ 5.30	\$10.45

Good going June 12 to September 4, 1957.  
Return Limit 30 days. (Final Return Limit September 15, 1957.)

\*Vancouver excursion, good going to November 25, 1957. Return Limit November 30, 1957.



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